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ABSTRACT

The Ohlone College Reading Center had developed an integrated system of diagnostic testing procedures, individualized prescription of skill building materials, and the training of reading tutors which provides the remedial reading student with personalized instruction based on his specific skills needs. The key to this successful program is the creative and effective use of 16 Reading Tutor Videotapes developed by the reading instructor to train student tutors in the administration of diagnostic reading tests and in the use of prescribed skill building materials. This document describes the procedures used to identify remedial students, train student tutors, administer diagnostic tests, and assign skill building materials. A list of the videotapes available and descriptions of their contents are appended. (Author/NHM)

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A SYSTEM OF INDIVIDUALIZED READING DIAGNOSIS AND INSTRUCTION ON THE COMMUNITY COLLEGE LEVEL

The Ohlone College Reading Center has developed an integrated system of diagnostic testing procedures, individualized prescription of skill building materials and the training of reading tutors which provides the remedial reading student with personalized instruction based on his specific skills needs. The key to this successful program is the creative and effective use of sixteen Reading Tutor Videotapes developed by the reading instructor with the cooperation of the college's Faculty Projects Committee, the Dean of Instruction and the Audio-Visual Department. This article describes the procedures which enable one reading instructor, a full-time instructional assistant and a cadre of student tutors to offer the service of person-to-person reading instruction to a community college student body of 5400.

IDENTIFYING REMEDIAL STUDENTS

The Ohlone College Reading Center conducts eight individualized reading and study skills courses in which students may enroll and receive one unit of credit for each course successfully completed. These eight courses are: Vocabulary Improvement, Skimming and Scanning (1/2 unit), Improvement of Learning Techniques, Rapid Reading, Reading Rate Improvement, Improvement of Word Attack Skills, Reading Comprehension Improvement and Spelling Improvement. Upon enrolling in a particular course, a survey test is administered to each student in small group sessions; the test results are used to prescribe the specific multilevel, self-pacing skill building materials to be used by each student. However, those

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students who score in the bottom percentiles of the survey tests are identified as the candidates for additional diagnostic testing and personalized instruction by tutors. Further candidates for diagnostic testing and tutoring assistance are determined by lab personnel observation of students enrolled in the one unit courses who were not identified through the initial survey testing, by personal referrals from other college instructors and counselors, by individual students who come to the Reading Center for special assistance on their own initiative, and by students who bring their friends to seek individual assistance. Once a student is identified as needing diagnostic testing and tutoring assistance, he is assigned a tutor to work with him a minimum of three hours weekly.

TRAINING THE TUTORS

Meanwhile, through the sequential use of the reading tutor videotapes, each tutor is carefully trained on how to assist his tutee most effectively, how to administer the assigned diagnostic reading tests and how to use the skill building materials prescribed for his tutee. (A complete list of the reading tutor videotapes and their contents is included at the end of this article.) First, each tutor, as he is selected to tutor in the Reading Center, views at his own convenience and within his own time schedule the videotapes entitled "General Orientation for the Reading Tutor" and "General Guidelines for Working with the Reading Tutee." These videotapes orient the tutor to the general procedures of the tutoring program, his responsibilities as a tutor and guidelines for effective communication and assistance to the tutee. The tutor may replay any section of the information he wishes to review, and the reading instructor is available for personal discussions and explanations.

ADMINISTERING THE DIAGNOSTIC TESTS

When he assigns a tutee to a particular tutor, the reading instructor decides from his initial interviews with the tutee the appropriate diagnostic tests that should be administered. Normally, as a first step, each tutee undergoes vision screening through the use of a telebinocular. Although the next particular diagnostic test varies for individuals, we have found from experience that most potential tutees are first administered the reading section of the Wide Range Achievement Test. If the tutee is to be administered the Wide Range Achievement Test, the reading tutor views the videotape entitled "How to Administer the Wide Range Achievement Test." After demonstrating his mastery of how to administer the test to the reading instructor or instructional assistant, the tutor audiotapes the tutee's oral reading of the test list. The instructor then listens to the audiotape at his convenience and analyzes the tutee's responses and results; the instructor also determines if the tutee needs further diagnostic testing or which skill building materials should be assigned. A complete battery of diagnostic tests would include the testing of phonics, visual memory, word recognition, perception, regressions, reversals, comprehension, vocabulary, organizational and study skills, and reading rate.

If the reading instructor believes that further testing is needed, he indicates to the tutor which of the fourteen available standardized and informal tests should be administered. (These tests are included with the list of videotapes which is given at the end of this article.) The tutor then views the videotape containing the demonstration on how to administer the assigned test, practices administering the test, demonstrates his ability to administer the test and finally administers it to

the tutee. Individual oral diagnostic tests such as the Gilmore Oral Reading Test are reserved for exclusive administration by the reading instructor to students for whom it is appropriate. The reading instructor scores and analyzes each test administered by a reading tutor in order to determine the specific needs of individual tutees.

ASSIGNING SKILL BUILDING MATERIALS

Based on the diagnostic test results, appropriate skill building materials are assigned for the tutee to use with tutor assistance. The materials are divided into ten categories: Phonics, Visual Memory, Word Recognition, Perception (Visual and Auditory Discrimination), Regression, Reversals, Comprehension, Vocabulary, Organizational and Study Skills, and Reading Rate. A wide selection of materials is available for each skill area (e.g. thirty distinct items under "Comprehension") which permits flexibility in meeting individual needs. The tutor views the proper videotape under the heading "Explanations of Skill Building Materials Used in Reading Tutoring," and in this manner he masters the correct use of the assigned materials in order to work effectively with the tutee during the quarter and, in many cases, succeeding quarters. As appropriate, various printed forms, directions, record sheets, etc. are available for tutor/tutee use. While they continue to conduct the overall coordination of all the various activities and programs in the Reading Center, the reading instructor and instructional assistant are available for monitoring the tutoring activities and for handling special needs and difficulties as they arise.

VALUES OF THE SYSTEM

This system of videotapes has enabled a limited reading staff to effectively train a corps of reading tutors each quarter and has assured personalized assistance for students using the Reading Center. The training restrictions imposed by varying student schedules, the quarterly changeover of some tutors and the need to train new tutors as more tutees are identified during the quarter are minimized by the convenient and flexible use of the videotapes. The reading tutees can be fully diagnosed to locate specific reading problems and thus be assigned specific skill building materials. At the same time, the tutees receive personalized assistance through the availability of trained tutors. The reading instructor is free to concentrate on special students and supervise the total reading program. The videotaped demonstrations and explanations for each skill building text or program enable the Reading Center to provide a wide selection of items to meet a wide variety of reading and study skills needs. In summary, the Ohlone College Reading Center has developed an effective system whereby students who need intensive reading diagnosis, prescription of specific skill building materials and tutoring assistance may be assisted in an individualized and personalized manner.

List of Reading Tutor Videotapes Used in the Ohlone College Reading Center

The following list identifies the videotapes and their contents used in training the Ohlone College Reading Center tutors.

1. General Orientation for the Reading Tutor

   A. Sequence of Activities for Reading Tutors
   B. General Comments on Responsibilities, Testing, Prescribed Materials and Availability of Printed and Videotaped Materials
   C. Demonstration on How to Use Audiocassette Recorder (Bell and Howell Model 3040)

2. How to Administer the Wide Range Achievement Test

   A. Explanation and Demonstration on How to Administer the Wide Range Achievement Test
   B. Demonstration on How to Use Audiocassette Recorder (Bell and Howell Model 3040)

3. How to Administer Each Diagnostic Reading Test:Section 1

   A. Niles Battery: Comprehension: Main Ideas
   B. Niles Battery: Comprehension: Written Recall
   C. California Reading Test: Advanced: Form W

4. How to Administer Each Diagnostic Reading Test: Section 2

   A. Stanford Diagnostic: Level II: Form W
   B. Informal Listening Comprehension
   C. Informal Oral/Silent Reading

5. How to Administer Each Diagnostic Reading Test: Section 3

   A. Visual Memory
   B. Niles Word Recognition
   C. California Phonics Survey: Form 1
   D. Noall Phonetic Spelling

6. How to Administer Each Diagnostic Reading Test: Section 4

   A. Dolch List
   B. Morrison-McCall Spelling: List 8
   C. Adult Basic Learning Exam (ABLE)
   D. Brown-Carlsen Listening Comprehension

7. Explanations of Skill Building Materials Used in Reading Tutoring: Section 1: Phonics

   A. Decoding for Reading
   B. Programmed Phonics
   C. Magnetic Patterns
   D. Sullivan Reading Program
   E. Supplementary Phonics Materials (contains all the other phonics and syllabication materials)

8. Explanations of Skill Building Materials: Section 2: Part 1: Visual Memory and Word Recognition

   A. Visual Memory
   B. Word Recognition

9. Explanations of Skill Building Materials: Section 2: Part 2: Perception, Regression, Reversals

   A. Perception
   B. Anti-Regression
   C. Reversals

10. Explanations of Skill Building Materials: Section 3: Part 1: Comprehension: Reader's Digest-Speed of Interpretation-Sentence Comprehension

   A. Reader's Digest
   B. Speed of Interpretation
   C. Sentence Comprehension

11. Explanations of Skill Building Materials: Section 3: Part 2: Comprehension: Paragraph Comprehension-Critical Reading-Outlining-RFU-Voices-TLR

   A. Paragraph Comprehension
   B. Critical Reading
   C. Outlining Lessons
   D. Reading for Understanding
   E. Voices
   F. Selections
   G. Test Lessons in Reading

12. Explanations of Skill Building Materials: Section 3: Part 3: Comprehension: Analogies-Visual-Language Experience-Book Reports-Request-Vocational

   A. Word Analogies
   B. Visualizing
   C. Language Experience Application
   D. Making Book Reports
   E. Request Procedure
   F. Vocational Materials

13. Explanations of Skill Building Materials: Section 4: Vocabulary

A. Wordcraft I
B. Use of Dictionary
C. Context Clues
D. EDL Word Clues
E. Some Techniques for Vocabulary Development
F. Reading Center Vocabulary Cards
G. Special Vocabulary Lists

14. Explanations of Skill Building Materials: Section 5: Organizational and Study Skills

A. Durrell's Outlining
B. Outlining (Joffe)
C. Cut-Up Outlines
D. Videotapes

15. Explanations of Skill Building Materials: Section 6: Reading Rate

A. Controlled Reader
B. Craig Reader
C. Timed Reading
D. Videotape "Improve Rate"
E. Phrase Reading

16. General Guidelines for Working with the Reading Tutee

A. General Guidelines
B. Importance of Various Reading Skills
C. Availability of Printed Materials